

Art- Subject Skills and Progression Framework

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Projects- what subjects do we do on Curriculum Maestro.							
Knowledge organisers are provided for children at the start of each project.							
Assessment	Teacher assessment/ observation. Exhibition/ display of children's work.	Teacher assessment/ observation. Exhibition/ display of children's work.	Teacher assessment/ observation. Exhibition/ display of children's work.	Teacher assessment/ observation. Exhibition/ display of children's work. Children's evaluation.	Teacher assessment/ observation. Exhibition/ display of children's work. Children's evaluation.	Teacher assessment/ observation. Exhibition/ display of children's work. Children's evaluation.	Teacher assessment/ observation. Exhibition/ display of children's work. Children's evaluation.

	Y1	Y2	Y3	Y4	Y5	Y6
NC	<ul style="list-style-type: none"> ➤ To use a range of materials creatively to design and make products. ➤ To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. ➤ To develop a wide range of art and 	<ul style="list-style-type: none"> ➤ To use a range of materials creatively to design and make products. ➤ To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. ➤ To develop a wide range of art and 	<ul style="list-style-type: none"> ➤ To create sketch books to record their observations and use them to review and revisit ideas. ➤ To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, 	<ul style="list-style-type: none"> ➤ To create sketch books to record their observations and use them to review and revisit ideas. ➤ To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, 	<ul style="list-style-type: none"> ➤ To create sketch books to record their observations and use them to review and revisit ideas. ➤ To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, 	<ul style="list-style-type: none"> ➤ To create sketch books to record their observations and use them to review and revisit ideas. ➤ To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].

	<p>design techniques in using colour, pattern, texture, line, shape, form and space.</p> <ul style="list-style-type: none"> ➤ About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<p>design techniques in using colour, pattern, texture, line, shape, form and space.</p> <ul style="list-style-type: none"> ➤ About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<p>pencil, charcoal, paint, clay].</p> <ul style="list-style-type: none"> ➤ About great artists, architects and designers in history. 	<p>pencil, charcoal, paint, clay].</p> <ul style="list-style-type: none"> ➤ About great artists, architects and designers in history. 	<p>pencil, charcoal, paint, clay].</p> <ul style="list-style-type: none"> ➤ About great artists, architects and designers in history. 	<ul style="list-style-type: none"> ➤ About great artists, architects and designers in history.
Developing Ideas	<ul style="list-style-type: none"> ➤ Start to record simple media explorations in a sketch book. 	<ul style="list-style-type: none"> ➤ Use a sketchbook to plan and develop simple ideas. ➤ Use a sketchbook to plan and develop simple ideas ➤ Build information on colour mixing, the colour wheel and colour spectrums. ➤ Collect textures and patterns to inform other work. 	<ul style="list-style-type: none"> ➤ Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works. ➤ Use a sketchbook to record media explorations and experimentations as well as planning and collecting source material for future works. ➤ Identify interesting aspects of objects as a starting point for work. 	<ul style="list-style-type: none"> ➤ Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. ➤ Express likes and dislikes through annotations ➤ Use a sketch book to adapt and improve original ideas ➤ Keep notes to indicate their intentions/ purpose of a piece of work. 	<ul style="list-style-type: none"> ➤ Use sketchbooks Plan a sculpture through drawing and other preparatory work. ➤ Use the sketch book to plan how to join parts of the sculpture. ➤ Keep notes which consider how a piece of work may be developed further. ➤ Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours 	<ul style="list-style-type: none"> ➤ Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material. Annotate work in sketchbook. ➤ Use the sketch book to plan how to join parts of the sculpture. ➤ Annotate work in sketchbook.

			<ul style="list-style-type: none"> ➤ Use a sketch book to express feelings about a subject ➤ Make notes in a sketch book about techniques used by artists ➤ Annotate ideas for improving their work through keeping notes in a sketch book. 		<ul style="list-style-type: none"> ➤ and collect source material for future works. ➤ Adapt work as and when necessary and explain why. 	
Colour	<ul style="list-style-type: none"> ➤ Name all the colours. ➤ Mixing of colours, identifying colours on the colour wheel. ➤ Identify different shades of the same colour. ➤ Find collections of colour. ➤ Applying colour with a range of tools. 	<ul style="list-style-type: none"> ➤ Begin to describe colours by objects. ➤ Make as many tones of one colour as possible (using white). ➤ Darken colours without using black. ➤ Using colour on a large scale, using different shades of a colour on a large scale. 	<ul style="list-style-type: none"> ➤ Colour mixing, with different shades of a colour to create other shades. ➤ Make colour wheels being able to identify and name different colours and shades. ➤ Introduce different types of brushes, strokes, layers, paints, techniques. ➤ Apply colour using dotting, scratching, splashing. 	<ul style="list-style-type: none"> ➤ Colour mixing, with different shades of a colour to create other shades and matching: tint, tone, shade. ➤ Observe colour changes. ➤ Choose and use suitable equipment for the task. ➤ Choose and use colour to reflect mood of the task. 	<ul style="list-style-type: none"> ➤ Colour mixing, with different shades of a colour to create other shades and matching: tint, tone, shade. ➤ Observe colour changes. ➤ Choose and use suitable equipment for the task. ➤ Choose and use colour to reflect mood of the task. ➤ Choose and use colour for purposes. 	<ul style="list-style-type: none"> ➤ Colour mixing, with different shades of a colour to create other shades and matching: tint, tone, shade. ➤ Observe colour changes. ➤ Choose and use suitable equipment for the task. ➤ Choose and use colour to reflect mood of the task. ➤ Choose and use colour for purposes.
Drawing	<ul style="list-style-type: none"> ➤ Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk. ➤ Begin to control the types of marks made with 	<ul style="list-style-type: none"> ➤ Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil. 	<ul style="list-style-type: none"> ➤ Develop intricate patterns/ marks with a variety of media. ➤ Demonstrate experience in different grades of pencil and other implements to 	<ul style="list-style-type: none"> ➤ Develop intricate patterns using different grades of pencil and other implements to create lines and marks. ➤ Draw for a sustained period of 	<ul style="list-style-type: none"> ➤ Work in a sustained and independent way to create a detailed drawing. ➤ Develop a key element of their work: line, tone, pattern, texture. 	<ul style="list-style-type: none"> ➤ Work in a sustained and independent way to develop their own style of drawing. ➤ Draw for a sustained period of time over a number of sessions working on one piece.

	<p>the range of media.</p> <ul style="list-style-type: none"> ➤ Draw on different surfaces with a range of media. ➤ Develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines. 	<ul style="list-style-type: none"> ➤ Draw lines/marks from observations. ➤ Demonstrate control over the types of marks made with a range of media such as crayons, pastels, felt tips, charcoal, pen, chalk. ➤ Understand tone through the use of different grades of pencils (HB, 2B, 4B). 	<p>draw different forms and shapes.</p> <ul style="list-style-type: none"> ➤ Begin to indicate facial expressions in drawings Begin to show consideration in the choice of pencil grade they use. 	<p>time at an appropriate level.</p> <ul style="list-style-type: none"> ➤ Experiment with different grades of pencil and other implements to achieve variations in tone and make marks on a range of media. ➤ Have opportunities to develop further drawings featuring the third dimension and perspective. ➤ Further develop drawing a range of tones, lines using a pencil. ➤ Include in their drawing a range of technique and begin to understand why they best suit. ➤ Begin to show awareness of representing texture through the choice of marks and lines made. ➤ Attempt to show reflections in a drawing Begin to use media and techniques (line, tone, colour) to show 	<ul style="list-style-type: none"> ➤ Use different techniques for different purposes i.e. shading, hatching within their own work. ➤ Start to develop their own style using tonal contrast and mixed media. ➤ Have opportunities to develop further simple perspective in their work using a single focal point and horizon. ➤ Begin to develop an awareness of composition, scale and proportion in their paintings. ➤ Use drawing techniques to work from a variety of sources including observation, photographs and digital images. ➤ Develop close observation skills using a variety of view finders. 	<ul style="list-style-type: none"> ➤ Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why. ➤ Develop their own style using tonal contrast and mixed media. ➤ Have opportunities to develop further simple perspective in their work using a single focal point and horizon. ➤ Develop an awareness of composition, scale and proportion in their paintings.
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				representation of movement in figures and forms.		
Painting	<ul style="list-style-type: none"> ➤ Experiment with paint media using a range of tools, e.g. different brush sizes, hands, feet, rollers and pads. ➤ Explore techniques such as lightening and darkening paint without the use of black or white. ➤ Begin to show control over the types of marks made. ➤ Paint on different surfaces with a range of media. ➤ Name the primary colours and start to mix a range of secondary colours, moving towards predicting resulting colours. 	<ul style="list-style-type: none"> ➤ Begin to control the types of marks made in a range of painting techniques e.g. layering, mixing media, and adding texture. ➤ Understand how to make tints using white and tones by adding black to make darker and lighter shades. ➤ Build confidence in mixing colour shades and tones. ➤ Understand the colour wheel and colour spectrums. ➤ Be able to mix all the secondary colours using primary colours confidently. ➤ Continue to control the types of marks made with the range of media. ➤ Use a suitable brush to produce marks appropriate to 	<ul style="list-style-type: none"> ➤ Use a range of brushes to demonstrate increasing control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. ➤ Use light and dark within painting and begin to explore complimentary colours. Mix colour, shades and tones with increasing confidence. ➤ Become increasingly confident in creating different effects and textures with paint according to what they need for the task. ➤ Understand how to create a background using a wash. 	<ul style="list-style-type: none"> ➤ Confidently control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. ➤ Start to develop a painting from a drawing. ➤ Begin to choose appropriate media to work with. ➤ Use light and dark within painting and show understanding of complimentary colours. ➤ Mix colour, shades and tones with increasing confidence. ➤ Work in the style of a selected artist (not copying). 	<ul style="list-style-type: none"> ➤ Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. ➤ Mix and match colours to create atmosphere and light effects. ➤ Mix colour, shades and tones with confidence building on previous knowledge. ➤ Start to develop their own style using tonal contrast and mixed media. 	<ul style="list-style-type: none"> ➤ Work in a sustained and independent way to develop their own style of painting. This style may be through the development of: colour, tone and shade. ➤ Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. ➤ Mix colour, shades and tones with confidence building on previous knowledge. ➤ Understanding which works well in their work and why.

		work. E.g. small brush for small marks.				
Printing	<ul style="list-style-type: none"> ➤ Explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge. ➤ Experience impressed printing: e.g. printing from objects. ➤ Use equipment and media correctly and be able to produce a clean printed image. ➤ Explore printing in relief: e.g. String and card. ➤ Begin to identify forms of printing: Books, posters pictures, fabrics. ➤ Use printmaking to create a repeating pattern. 	<ul style="list-style-type: none"> ➤ Continue to explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge. ➤ Demonstrate experience at impressed printing: drawing into ink, printing from objects. ➤ Use equipment and media correctly and be able to produce a clean printed image. ➤ Make simple marks on rollers and printing palettes. ➤ Take simple prints i.e. mono - printing. ➤ Experiment with overprinting motifs and colour. 	<ul style="list-style-type: none"> ➤ Print simple pictures using different printing techniques. ➤ Continue to explore both monoprinting and relief printing. ➤ Demonstrate experience in 3 colour printing. ➤ Demonstrate experience in combining prints taken from different objects to produce an end piece. 	<ul style="list-style-type: none"> ➤ Increase awareness of mono and relief printing. ➤ Demonstrate experience in fabric printing. ➤ Expand experience in 3 colour printing. ➤ Continue to experience in combining prints taken from different objects to produce an end piece. ➤ Create repeating patterns. 	<ul style="list-style-type: none"> ➤ Use tools in a safe way. Continue to gain experience in overlaying colours. ➤ Start to overlay prints with other media. ➤ Use print as a starting point to embroidery. Show experience in a range of mono print techniques. 	<ul style="list-style-type: none"> ➤ Demonstrate experience in a range of printmaking techniques. ➤ Describe techniques and processes. ➤ Adapt their work according to their views and describe how they might develop it further. ➤ Develop their own style using tonal contrast and mixed media.
Form	<ul style="list-style-type: none"> ➤ Experiment in a variety of malleable media such as clay, papier-mache, 	<ul style="list-style-type: none"> ➤ Use equipment and media with increasing confidence. 	<ul style="list-style-type: none"> ➤ Use equipment and media with confidence. ➤ Begin to show an awareness of 	<ul style="list-style-type: none"> ➤ Work in a safe, organised way, caring for equipment. 	<ul style="list-style-type: none"> ➤ Work in a safe, organised way, caring for equipment. Secure 	<ul style="list-style-type: none"> ➤ Work in a safe, organised way, caring for equipment. Secure

	<p>salt dough, modroc.</p> <ul style="list-style-type: none"> ➤ Shape and model materials for a purpose (e.g. a pot, tile) from observation and imagination. ➤ Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading. ➤ Impress and apply simple decoration techniques, including painting. ➤ Use tools and equipment safely and in the correct way. 	<ul style="list-style-type: none"> ➤ Use clay, modroc or other malleable material to create an imaginary or realistic form – e.g. clay pot, figure, structure etc... ➤ Explore carving as a form of 3D art. 	<p>objects having a third dimension and perspective.</p> <ul style="list-style-type: none"> ➤ Learn to secure work to continue at a later date. ➤ Join two parts successfully. ➤ Construct a simple base for extending and modelling other shapes. ➤ Use a sketchbook to plan, collect and develop ideas. ➤ To record media explorations and experimentations as well as try out ideas. ➤ Produce more intricate surface patterns/ textures and use them when appropriate. ➤ Produce larger ware using pinch/ slab/ coil techniques. ➤ Continue to explore carving as a form of 3D art. ➤ Use language appropriate to skill and technique. 	<ul style="list-style-type: none"> ➤ Secure work to continue at a later date. ➤ Make a slip to join to pieces of clay. ➤ Decorate, coil, and produce marquettes confidently when necessarily. ➤ Model over an armature: newspaper frame for modroc. ➤ Use recycled, natural and man-made materials to create sculptures. ➤ Adapt work as and when necessary and explain why. ➤ Gain more confidence in carving as a form of 3D art. ➤ Use language appropriate to skill and technique. ➤ Demonstrate awareness in environmental sculpture and found object art. ➤ Show awareness of the effect of time upon sculptures. 	<p>work to continue at a later date.</p> <ul style="list-style-type: none"> ➤ Show experience in combining pinch, slabbing and coiling to produce end pieces. ➤ Develop understanding of different ways of finishing work: glaze, paint, polish. ➤ Gain experience in modelling over an armature: newspaper frame for modroc. ➤ Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining. ➤ Show increasing confidence to carve a simple form. ➤ Use language appropriate to skill and technique. 	<p>work to continue at a later date.</p> <ul style="list-style-type: none"> ➤ Model and develop work through a combination of pinch, slab, and coil. ➤ Work around armatures or over constructed foundations. ➤ Demonstrate experience in the understanding of different ways of finishing work: glaze, paint, polish. ➤ Demonstrate experience in relief and freestanding work using a range of media. ➤ Recognise sculptural forms in the environment: Furniture, buildings. ➤ Confidently carve a simple form. ➤ Solve problems as they occur. ➤ Use language appropriate to skill and technique.
Pattern and Texture	➤ Investigate textures by	➤ Demonstrate experience in	➤ Create textures and patterns with a	➤ Experiment with different grades of	➤ Included tones and tints, light and	➤ Included tones and tints, light and shade

	<p>describing, naming, rubbing, copying.</p> <ul style="list-style-type: none"> ➤ Produce an expanding range of patterns and textures. ➤ Begin to understand how colours can link to moods and feelings in art. ➤ Use printmaking to create a repeating pattern. 	<p>surface patterns/textures and use them when appropriate.</p> <ul style="list-style-type: none"> ➤ Investigate textures and produce an expanding range of patterns. ➤ Use line and tone in different media to consider shape, shade, pattern and texture. ➤ Use natural materials to consider pattern and texture (e.g. stones, leaves, feathers, sticks, grasses, shells) ➤ Express links between colour and emotion. 	<p>wide range of drawing implements.</p> <ul style="list-style-type: none"> ➤ Create textures and patterns with a wide range of drawing implements. ➤ Create art works from natural materials to show an awareness of different viewpoints of the same object. 	<p>pencil and other implements to achieve variations in tone.</p> <ul style="list-style-type: none"> ➤ Use complimentary and contrasting colours for effect 	<p>shade becoming increasingly subtle as understanding and skill in using the techniques develops.</p>	<p>becoming increasingly subtle as understanding and skill in using the techniques develops.</p> <ul style="list-style-type: none"> ➤ Consider the use of colour for mood and atmosphere
Technology	<ul style="list-style-type: none"> ➤ Take a self-portrait or a photograph. ➤ Use a simple computer paint program to create a picture 	<ul style="list-style-type: none"> ➤ Understand how to use 'zoom' to show an object in detail – e.g. using a viewfinder to focus on a specific part of an artefact before drawing it 	<ul style="list-style-type: none"> ➤ Use printed images taken with a digital camera and combine them with other media to produce art work ➤ Use IT programs to create a piece of work that includes their own work and that of others (e.g. using the internet). 	<ul style="list-style-type: none"> ➤ Create a piece of art which includes integrating a digital image they have taken. ➤ Take a photo from an unusual or thought-provoking viewpoint 	<ul style="list-style-type: none"> ➤ Scan an image or take digital photographs and use software to alter them, adapt them and create work with meaning. ➤ Compose a photo with thought for textural qualities, light and shade. 	<ul style="list-style-type: none"> ➤ Have opportunity to explore modern and traditional artists using ICT and other resources. ➤ Combine a selection of images using digital technology considering colour, size and rotation.

			➤ Take photographs and explain their creative vision			
Evaluate and Analyse	<ul style="list-style-type: none"> ➤ Look at and talk about own work and that of other artists and the techniques they had used expressing their likes and dislikes. ➤ Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<ul style="list-style-type: none"> ➤ Continue to explore the work of a range of artists, craft makers and designers, making comparisons and describing the differences and similarities and making links to their own work. ➤ Express thoughts and feelings about a piece of art. ➤ Reflect and explain the successes and challenges in a piece of art created. ➤ Explain how a piece of art makes them feel – link to emotions. ➤ Identify changes they might make or how their work could be developed further. 	<ul style="list-style-type: none"> ➤ Continue to explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work ➤ Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques. ➤ Respond to art from other cultures and other periods of time. 	<ul style="list-style-type: none"> ➤ Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. ➤ Begin to explore a range of great artists, architects and designers in history. 	<ul style="list-style-type: none"> ➤ Recognise the art of key artists and begin to place them in key movements or historical events. ➤ Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. ➤ Identify artists who have worked in a similar way to their own work. ➤ Explore a range of great artists, architects and designers in history. ➤ Compare the style of different styles and approaches. 	<ul style="list-style-type: none"> ➤ Discuss and review own and others work, expressing thoughts and feelings explaining their views. ➤ Identify artists who have worked in a similar way to their own work. ➤ Explore a range of great Artists, architects and designers in history.